

Annandale High School's Intentional Support Approach

- **Whole-student focus:** Annandale prioritizes teaching to the whole student, not through generic intervention classes, but through strategic, personalized support - valuing *quality over quantity*.
- **PRIDE Time (study hall block):**
 - Functions differently than traditional study halls.
 - Students are pulled for targeted remediation based on *evidence of learning*, not all students complete independent study.
 - This responsive model supports over 2,200 students, positively impacting academic performance and behavior.
- **Ongoing data-driven support:**
 - Student data is reviewed multiple times per year to reassess needs in *academics, behavior, and wellness*.
 - Support levels are updated accordingly and shared across staff.
- **Homeroom check-ins:**
 - Occur in *three rounds* throughout the year.
 - Teachers engage in 1:1 conversations with students to build relationships and identify support needs.
 - Conversations are guided by school-provided prompts and tracked in a centralized system.
 - **Immediate follow-up process:**
 - If academic or personal concerns arise, teachers can quickly contact parents or flag counselors.
 - Students are assigned support staff who set *individualized goals* through in-person follow-up.
 - **Communication loop is closed:**
 - All teachers working with a student are informed of their support needs and individualized goals, ensuring consistent care and follow-through across the school.

Evidence of Impact

- **Student growth and performance data:**
 - Strategic support systems have led to *higher-than-predicted SOL scores* in **Math, English, and Science** based on socioeconomic indicators (Free and Reduced Meals rates).
 - Data from scatter plots shows Annandale *outperformed expectations* in all subjects.
- **Top-performing school:**
 - Annandale ranked as the *top school in Fairfax County Public Schools* for overperformance relative to FRM rates - showing consistent student success despite economic challenges.